

Nombre _____ Clase _____ Hora _____

Year-Long Portfolio Guidelines

This year you will use the “Can do” statements from the Global self-assessment grid as a guide for the creation of your portfolio. The can do statements along with your artifacts and reflections will demonstrate what you know and can do in Spanish. Each quarter you should be able to do more things than when you started the year (so it is important to mark the date for each of the “Can do” statements). You may only be able to check a few more statements off than when you started—that's normal—the grid represents language learning that will take place over a whole lifetime. It is not uncommon to remain in the same language learner level through the course of the year. It is also likely that you will be in different levels for different skills.

There are three sections of “Can do” statements on the self-assessment interpersonal, interpretive, and presentational; the interpretive section is further divided into listening and reading and the presentational section into speaking and writing. All the statements in the interpersonal section relate to two-way communication. It can include conversations in person, via email, or through chat. These sorts of conversations are **not** practiced dialogs, they are situations where you're talking with someone and you are also listening to what they have to say and are responding to them. The interpretive section relates to communication that you receive. Interpretive communication refers to activities where you try to interpret the meaning. It may include listening to presentations by your classmates, listening to a song or radio program, or reading a story. Presentational communication refers to communication you give to others. It may include you writing a composition, creating a brochure on a topic or giving an oral presentation.

When you work on your portfolio, look over your Global self-assessment grid and choose some abilities that you've gained over the quarter or that you think you improved. Include artifacts in your portfolio that represent this progress. Think of your portfolio as a way to **demonstrate** that you really can do some of the things you say you can on your self-assessment grid. For example, one of the statements on the grid says “I can share with someone simple descriptions of places and things.” Since this statement is in the interpersonal section you need to remember that this refers to a **conversation** with someone. So, your artifact might be an activity sheet we did in class with a partner. Or maybe you include a picture of a person and include a summary of the conversation you had with them. It's up to you **how** you want to represent that you can do the things indicated.

For your first quarter portfolio, choose 1 “Can do” statement from the interpersonal, interpretive, and presentational categories and include an artifact for each that shows that you can do what you say you can (you will have 3 items in this section for first quarter). Then for each of these artifacts you include in your portfolio, write a reflection explaining why or how you think the item represents your language learning.

For your second and third quarters, choose 1 “Can do” statements from each row. In the interpretive section, make sure to include at least one artifact from reading and one from listening and in the presentational section include at least one artifact from spoken presentations and one from written. Then for each of these artifacts you include in your portfolio, write a reflection explaining why or how you think the item represents your language learning.

Your year-long portfolio needs to include both a speaking and a writing sample from both the beginning and the end of the year. These samples may be used for the “can do” statements. At the end of the year, you will reflect on these samples as part of your year-long reflection.

The above makes up the largest part of your portfolio and corresponds to the ACTFL National Standard “Communication – Communicate in Languages Other than English.”

Since being a responsible global citizen is more than just being able to speak another language, the ACTFL National Standards include four other areas - cultures, comparisons, connections, and communities. We want to make sure you show that you've developed in these areas as well. Each quarter you will need to include your weekly culture/connections assignment and reflect on it as part of your portfolio.

For each artifact you include in your portfolio you need to write why you chose it for your portfolio: How does it represent your progress in learning Spanish or developing as a global citizen? These reflections are probably the most important parts of your portfolio.

When choosing what to put in your portfolio, you may want to include some things that you've done for class and you may want to create some things just for the portfolio. Be creative about what you put in your portfolio.

You will submit your portfolio **electronically** to your teacher once per quarter for a grade in the reflection category. You may create a word document, a Power Point presentation, or a pdf file, but your portfolio will not be accepted on paper.

Summary of portfolio contents for quarter 1

- 1st quarter goals & strategies + reflection
- Writing sample from the beginning of the year (may also count for a “Can do” statement)
- Speaking sample from the beginning end of the year (may also count for a “Can do” statement)
- 3 artifacts representing “Can do” statements from the grid
 - 1 from the interpersonal section + reflection
 - 1 from the interpretive section (one listening or one reading) + reflection
 - 1 from the presentational section (one speaking or one writing) + reflection
- 1st quarter Language & Cultural Connections Log + reflection
- 5 written reflections